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ABSTRACT

Enterprise Skills Development Project for Youth (ESDPY), renamed Project EDGE (Encouraging the Development and Growth of Entrepreneurship), is described in this report. Project EDGE is a training program that assists youth in acquiring the entrepreneurial and life skills necessary to become successful employees/employers in the information age. This report outlines a list of competencies in entrepreneurial education needed to teach a semester-long class as well as a full-year class in entrepreneurship. The expansion of the meaning of the following competency areas describes the level of performance and recommended standards needed for a student to meet the competency: small business; entrepreneurship; ownership; the market; locations; financing; financial records; legal requirements and government regulations; human resources; product, service, and inventory control; advertising; organization and management; marketing; credit; technical assistance; and business plans. Included are planned course statements for each course and a list of competencies common to all vocational areas. These competencies are correlated to the essential learning skills where appropriate. The ESDPY curriculum development for Project EDGE contains the following: definitions of 5 terms; 13 bibliographic listings; 4 books; 3 periodicals; and 9 other resources. (NLA)

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ENTREPRENEURSHIP COMPETENCIES

Developed by
Paul F. Cataldo

Entrepreneurship Grant
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Abstract

The following report will outline a list of competencies in Entrepreneurial Education needed to teach a semester long class as well as a full year class in Entrepreneurism. Included in the report will be planned course statements for each course and a list of competencies that can be included in all vocational areas. These competencies will be correlated to the Essential Learning Skills where appropriate. Finally, the researcher will provide a copy of the ESDPY curriculum developed for Project EDGE. Included in the Project EDGE curriculum is a list of resources for educators teaching Entrepreneurism.

Introduction

In 1984, the State Superintendent of Public Instruction appointed an Entrepreneurship Task Force. The mission of this Task Force was: "To assist in Oregon's economic development and the improvement of education by making citizens aware of the potential for creating careers through the ownership and successful operation of private businesses and through an improved understanding of the free enterprise system." (Stamps 1984) In Oregon more than 95% of the businesses are small businesses that employ 85% of all the people working in private industry. Indeed part of the American Dream is to own and operate your own business. This dream often becomes a nightmare because "about two out of three new firms close their doors within four years of their founding". (Dun and Bradstreet 1967) According to Fiber (1986), "the primary cause for small business failure is mismanagement".

Did you know that as of 1985:

* Our workforce numbered about 110 million.
* There were over 15 million small US businesses, not including the self employed which added another 7.8 million.
* In addition there were about 5.1 million who ran a business in addition to a regular job.
* Eighty-five percent of the 15 million businesses had less than 20 employees.
* Small businesses furnish 2/3 of the jobs for new workers.

It is clear that we have a need for entrepreneurial education and for competencies in entrepreneurism.

Background of the Researcher

In August of 1986, Eagle Point High School was chosen as the only school in Oregon to take part in the **Enterprise Skill Development Project for Youth.** The purpose of this project was to develop and implement a training program to assist our youth in acquiring the entrepreneurial and life skills necessary to become successful employees and/or employers in the information age. The project has been renamed **Project EDGE.** I was chosen to coordinate **Project EDGE** at Eagle Point High School. **Project EDGE** has been coordinated through the University of Colorado with a grant from US WEST.

Project EDGE
Mission

Project EDGE: Encouraging the Development and Growth of Entrepreneurship, was created to promote an awareness and understanding in young people of the role entrepreneurship plays in economic development, job creation, and future employment opportunities. **Project EDGE** approaches this mission by focusing its efforts in three areas:

Assisting Educators to...

--Design instructional strategies that teach both the personal and technical skills of entrepreneurship;

--Develop strategies to involve business and community representatives in the classroom.

Involving Business and Community Representatives so....

--Students learn "first-hand" the skills and competencies required to compete in the entrepreneurial workplace;

--Business can provide useful information on its workforce

needs to both students and educators.

Assisting Young Entrepreneurs to..

--Identify and utilize the network of support services as they investigate and plan businesses;

--Receive technical assistance during the critical incubation stages of emerging student businesses.

Student Outcomes

Project EDGE is designed to further prepare young people for the entrepreneurial workplace by increasing their understanding of the free enterprise system. As a result of participating in **Project EDGE**, students will be able to:

C **Comprehend** more clearly the free enterprise system and its role in the American Economy.

A **Apply** the skills/competencies necessary to compete in the entrepreneurial workplace.

P **Perceive** entrepreneurship as a potential career option.

I **Interact** in a professional manner with local business seeking information and advice.

T **Test** personal aptitudes as they relate to starting, operating, or working in an enterprise.

A **Assemble** a plan that describes the implementation and operation of a business project.

L **Locate** technical support services from public/private sectors to advance business ideas.

It has been through my involvement with Project EDGE that I have become interested in competencies in Entrepreneurism. With this background and follow-up research, I have completed the following report.

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Procedures

To complete the following report, I have engaged in a great deal of research. The finished product has been produced with materials supplied by Wanda Monthey from the State Department of Education, information gathered from Project Edge, information gathered from the American Academy of Entrepreneurs in Cassopolis, Michigan, and from materials I use in teaching entrepreneurial skills in my classroom.

I have taken all the materials on entrepreneurism and have listed the skills each resource has highlighted as important when teaching a class on entrepreneurism. I have eliminated duplicate listings and have developed the following competencies to be taught in Entrepreneurial Curriculums. These competencies are broken down into major entrepreneurial components. Planned course statements follow the entrepreneurial competencies. I have also included an Entrepreneur Class Matrix to guide teachers as to the level of exposure students should receive in each course. I have also included a copy of the **Project EDGE Curriculum** which can be replicated for use in the classroom with permission from the researcher. It is not my intent to re-invent the wheel. It is also not my intent to duplicate curriculums that are already on the market. Marketing I is a prerequisite for each Entrepreneur class, therefore I have not replicated all the skills normally taught in the Marketing Curriculum although they may be applicable to an Entrepreneurial

Curriculum. Teachers are to use the competencies to develop their own curriculum or to choose an already packaged curriculum on the market. Finally, I have listed the Essential Learning Skills that are met by the entrepreneurial competencies.

Competency Statements

The following competency statements have been developed to describe the level of performance and recommended standard needed for a student to meet the competency. Entrepreneurs differ throughout the state. Therefore, a local advisory board of entrepreneurs should be established to determine a standard for each skill competency.

1.0 Small Business and its Role in Our Economy

Students define small business and list its characteristics, describe the role of small business in the local and national economy, list the reasons for success and failure, list the pros and cons of small business, and describe the future of small business in Oregon and in the United States.

1.1 Given proper instruction, define "small business" and identify its importance in Oregon's economy and the national economy to an acceptable level of competence.

1.2 Given the proper instruction, identify the four industry groups into which small business can be classified with complete accuracy.

1.3 Given a list of small and large business characteristics, choose and list the characteristics of small business with complete accuracy.

1.4 Given the proper instruction, list the pros and cons of small business in Oregon and the United States to an acceptable competence level to become an entrepreneur.

1.5 Given the proper instruction, list the factors of small business success and failure to an acceptable competence level to become an entrepreneur.

1.6 Given information regarding the future of small business in Oregon and nationally, describe the potential for small business success nationally and in Oregon to an acceptable level of competence to become an entrepreneur.

2.0 Is Entrepreneurism for You?

Students list entrepreneurial characteristics, the risks and rewards of entrepreneurism, the advantages and disadvantages of entrepreneurism, assess their entrepreneurial potential.

2.1 Given the opportunity to interview entrepreneurs, develop a list of entrepreneurial characteristics and compare that to already established characteristics.

2.2 Given the opportunity to interview entrepreneurs, list the risks and rewards of entrepreneurism and develop a personal list of risks and rewards entrepreneurism.

2.3 Given a list of advantages and disadvantages, choose those advantages and disadvantages that are meaningful and develop a personal list of advantages and disadvantages of entrepreneurism.

2.3 Given a self scoring instrument, rate personal entrepreneurial characteristics.

2.4 Given a self scoring instrument, rate personal entrepreneurial potential.

3.0 Ownership

Students describe 4 types of business ownership, identify advantages and disadvantages of each type of ownership, classify businesses in their local community according to type of ownership, choose a business and classify their business according to type of ownership, choose to buy an existing business or start a new venture.

3.1 Given instruction in the types of ownership for a business, describe sole proprietorship, partnership, franchise, and corporation to an acceptable level of competence to become an entrepreneur.

3.2 Given the four types of business ownership, brainstorm the advantages and disadvantages of each type of ownership, to meet the standards set forth by entrepreneurs

3.3 Given four types of business ownership and a list of local businesses, classify local businesses according to type of ownership with complete accuracy.

3.4 Given four types of business ownership, choose a form of business that best fits each individuals needs as a potential entrepreneur.

3.5 Given pros and cons to starting a new venture and the main reasons businesses are sold by their owners, choose to start a new venture or buy an existing venture and justify choice in a written report.

4.0 Analyzing the Market

Students will define the market, survey the market, describe customers, identify market segments, analyze the competition, choose a target market and forecast sales for that market.

4.1 Given instruction, define the terms market and market segments with complete accuracy.

4.2 Given the standard requirements of a market survey, create a market survey that is applicable to the business chosen, meeting the industry standards for a market survey .

4.3 Given a market survey, determine the needs of a given population by conducting a market survey and using the tabulated results.

4.4 Given the data from market surveys, decide on areas of appeal of a potential business by giving reasons for each.

4.5 Given market demographics, analyze the data and create a business based on the specific needs of the target group.

4.6 Given proper instruction, define market segments as they relate to a chosen business in the local community to an acceptable level determined by local entrepreneurs.

4.7 Given a local business as an example, choose the target market for that business that meets the target market chosen by the business owner.

4.8 Given a chosen business, identify the competition for that business in the local business area that matches the business owners' perception of his or her competition.

4.9 Given proper forecasting instruction and a forecast worksheet, forecast sales for a year comparable to a local business of similar nature.

5.0 Choosing a Location

Students will choose a location for a business, determine factors for choosing a location, determine advantages and disadvantages of location, determine competition, determine local history of a given business, and determine resources available to a given location.

5.1 Given instruction relating to business locations, identify important factors used to determine location to a standard set forth by entrepreneurs.

5.2 Given proper instruction, list the advantages and disadvantages of a given location to a standard set forth by entrepreneurs.

5.3 Given a business location, describe the physical set-up in relation to parking, access to streets, appearance, convenience, security, and size with complete accuracy.

5.4 Given a chosen business, investigate the history of that business in the local community to determine a business site and justify that site in report form.

5.5 Given proper instruction, conduct a market survey and analyze data to determine the choice of a business site.

5.6 Given a chosen business and a geographic area, determine the number of competitors with complete accuracy.

5.7 Given demographic data, analyze data to determine income level of population in a given geographic area with complete accuracy.

5.8 Given a geographic location and reference materials, determine the availability of resources for that location to a standard set by entrepreneurs.

6.0 Financing

Students will analyze start-up costs and operating expenses, distinguish between equity and debt financing, analyze sources of capital, identify sources of business capital, identify other sources of financing, state the pros and cons of different types of financing, complete a loan package.

6.1 Given instruction on start-up costs and operating costs, determine the amount of financing a given business will need within an acceptable degree of accuracy for that business.

6.2 Given proper instruction about equity and debt financing, determine at least five sources of equity and debt financing in the local area.

6.3 Given proper instruction, list sources of capital and sources of business capital available in the local area.

6.4 Given the different forms of financing available, brainstorm and list the advantages and disadvantages of each type of financing recognized by the business community.

6.5 Given training and practice, determine the amount of financing a business needs and devise a loan package to secure financing to a level of acceptance by a loan officer.

7.0 Financial Records

Students will determine the need for financial records, complete a simple budget, utilize the following records: income statement, balance sheet, break-even analysis, and cash flow statements.

7.1 Given proper instruction, identify the reasons for keeping business records with complete accuracy.

7.2 Given a list of income and expenses, complete a simple budget for a given time period.

7.3 Given proper instruction, identify the types and purposes of business records with complete accuracy.

7.4 Given data, accurately complete a balance sheet, income statement, break-even analysis, and cash flow statement.

7.5 Given a business simulation, accurately keep a check book and reconcile a bank statement.

7.6 Given a chosen business, develop simple business forms to be used for record keeping in that business that match traditional business forms.

8.0 Legal Requirements and Governmental Regulations

Students will describe the rules and regulations governing the four types of business ownership, describe procedures for obtaining a patent, trademark, and copyright, explain three types of local, state, and federal taxes that affect business, and list the city, state, and federal licenses and permits needed by business.

8.1 Given the four types of business ownership, define the legal requirement of forming each type with complete accuracy.

8.2 Given the four types of business ownership, list the legal advantages and disadvantages of each to an acceptable level of competence to be an entrepreneur.

8.3 Given the proper forms and a hypothetical product, apply for the appropriate patent, copyright or trademark completing all necessary forms legibly.

8.4 Given proper tax instruction, name at least three types of local, state, and federal taxes that affect business.

8.5 Given the proper license and permit instruction, choose the proper location for a business and choose the proper local license and permit regulations to be followed with complete accuracy.

8.6 Given the proper instruction and a chosen business, correctly list the local, state, and federal permits and license needed.

8.7 Given a chosen business, describe the types of insurances needed to business standards.

8.8 Given the proper instruction, describe the laws and government requirements for wages and hours records to an approved standard.

8.9 Given a case study, describe the appropriate regulations for disability and workmen compensation to business standards.

9.0 Human Resources

Students will define human resource management, determine staffing needs of a business, develop a process for hiring and firing employees, develop a training program for employees, develop evaluations for employees, describe employer obligations to employees, identify sources of human resources, develop interview techniques, adopt communication skills, explore unions and their histories, and provide job descriptions.

9.1 Given the proper instruction, define human resource management and its role in small business to a stated level of accuracy.

9.2 Given a chosen business, determine the staffing needs of that business and write job descriptions for that business that are similar to already existing businesses.

9.3 Given a chosen business, develop the process and forms to be used for hiring, evaluating and firing of employees to meet the specifications of like businesses in the community.

9.4 Given the opportunity to interview managers from businesses similar to a selected business, develop training practices to meet the needs of the chosen business.

9.5 Given a list of resources, name at least three sources of human capital.

9.6 Given the proper instruction, brainstorm the employers obligations to employees and list at least 6 obligations.

9.7 Given a chosen business, conduct a mock interview using approved business interview techniques.

9.8 Given a case scenario, use good communication skills to bring employees together and encourage positive results while defusing negative attitudes.

9.9 Given research time in the library, research and write a report describing the history of unions and listing their advantages and disadvantages.

10.0 Product, Service and Inventory Control

Students will determine whether to provide a product or service, identify purchasing procedures, identify suppliers, and identify types of inventory control.

10.1 Given the chosen business, determine what products will be offered by researching other business of the same type.

10.2 Given a chosen product, determine purchasing procedures used by similar businesses to an acceptable entrepreneurial standard.

10.3 Given a chosen product and a list of resources, determine the number of suppliers available and choose a supplier by comparing prices and terms.

10.4 Given a sales invoice with terms, determine purchase discounts and final cost with complete accuracy.

10.5 Given three types of inventory control, identify the correct inventory control and justify the choice by comparison to other businesses of similar nature.

11.0 Advertising

Students will explain the purpose of advertising, classify promotional or institutional advertising, categorize three types of advertising, select advertising media, describe factors of a positive store reputation, and plan advertising.

11.1 Given proper instruction, distinguish between promotion and advertising by citing examples in the local business community.

11.2 Given proper instruction, classify situations as promotional or institutional advertising with complete accuracy.

11.3 Given a number of advertisements, categorize advertisements into three areas of advertising, national, retail, and trade professional with complete accuracy.

11.4 Given a chosen business, investigate a similar business and determine the types of advertising media used by that business and their effectiveness by interviewing the business owner and filing a report.

11.5 Given the different types of advertising media, list the advantages and disadvantages of each to a standard set by entrepreneurs.

11.6 Given the elements of a good advertisement and a product, develop an advertisement to sell the product in the local community and nationally.

11.7 Given a list of local businesses, determine which businesses have a positive store reputation by conducting a survey and tabulating the results.

11.8 Given a chosen business, develop an advertising plan including the media to be used and the geographic area to be covered.

12.0 Organization and Management

Students will analyze organizational skills, analyze goal setting, analyze planning and scheduling skills, explain the role of management, list the steps in the decision making process, define and explain the functions of management, and identify the owner and key employees.

12.1 Given a self scoring instrument, analyze organizational skills to an acceptable level of becoming an entrepreneur.

12.2 Given three different time-frames, set goals for each time frame to an acceptable level of competence.

12.3 Given a self scoring instrument, analyze planning and scheduling skills to an acceptable level of becoming an entrepreneur.

12.4 Given a time management handout, keep a daily log of all activities performed during a seven day period.

12.5 Given proper instruction, explain the role of management in small business in report form.

12.6 Given the different types of management, choose a management style or form for a chosen business that conforms to the management style of similar businesses in the community.

12.7 Given proper instruction, list the steps in the decision making process with complete accuracy.

12.8 Given proper instruction, write a report on the functions of management as they pertain to a chosen business that conforms to a similar business in the community.

12.9 Given a chosen business, describe the owner and key employees as they conform to similar businesses in the community.

13.0 Marketing and Promotional Strategy

Students will define marketing and the marketing mix, define promotional strategies, define channels of distribution, identify important marketing activities, summarize the steps to be completed in developing a market plan, develop a marketing plan.

13.1 Given proper instruction, define marketing and the marketing mix with complete accuracy.

13.2 Given promotional instruction, list promotional strategies as they relate to a chosen business similar to a business in the community.

13.3 Given the channels of distribution and a chosen business, construct a chart organizing the channels of distribution for that given business using actual businesses in the community.

13.4 Given the opportunity to interview a business owner, list the important marketing activities for that business.

13.5 Given the steps to complete a marketing plan, develop a marketing plan for a given business to an acceptable level of becoming an entrepreneur.

14.0 Credit

Students will list and define two types of credit, list advantages and disadvantages of extending credit, list and define four types of consumer credit, define credit terms, define the four c's of consumer credit, describe the records needed for credit sales, and answer questions needed to develop a credit and collection policy.

14.1 Given instruction on credit, list the two types of credit and four types of consumer credit with complete accuracy.

14.2 Given proper instruction, list the advantages and disadvantages of extending credit to a set standard of competence.

14.3 Given credit terms for a purchase, determine the sales discount and selling price, with complete accuracy.

14.4 Given credit instruction, define the four c's of credit with complete accuracy.

14.5 Given a chosen business, describe the records needed for credit sales with complete accuracy.

14.6 Given the questions needed to develop a credit and collection policy, develop a credit and collection policy for a chosen business comparable to a similar business in the community.

15.0 Technical Assistance

Students will list sources of assistance on local, state, and federal level.

15.1 Given the following list, determine the assistance needed to start a chosen business.

A. Professionals in the field
B. Small Business Administration
C. SCORE
D. Owners of similar businesses
E. Trade Associations
F. Chamber of Commerce
G. Educational Institutes
H. Business Brokers
I. Printed Publications
J. Local Planning Board
K. Dun and Bradstreet

16.0 Developing a Business Plan

Students will define the term "Business Plan", name four components of a business plan, and develop a business plan for a chosen business.

16.1 Given appropriate instruction, write a short report defining the term "Business Plan" citing its value to a business owner.

16.2 Given appropriate instruction, name the four components of business plan with complete accuracy.

16.3 Given appropriate instruction, write a Description of a chosen business to an acceptable level for becoming an entrepreneur.

16.4 Given proper marketing instruction, develop a Marketing Plan for a chosen business similar to a local business.

16.5 Given proper organizational instruction, develop an Organizational Plan for a chosen business similar to a business in the community.

16.6 Given the proper financial forms, develop a Financial Plan for a chosen business similar to a business in the community.

16.7 Given appropriate instruction and practice on its components, develop a Business Plan for a chosen business similar to a business in the community.

Planned Course Statement

Entrepreneurism

Credit: 1/2

Course length: Semester

Prerequisite: Marketing I

Grade level: 10-12

Course Description

This course is designed to teach students the enterprise and technical skills needed to compete successfully in today's job market. After completing this course, students will have an awareness and understanding of the role entrepreneurship plays in our economy as well as an awareness of the skills and aptitudes needed to be a successful as an entrepreneur.

Competencies taught:

*Small Business and its role in our economy.
*Is Entrepreneurism for you?
*Ownership.
*Analysis of the market.
*Choosing a business location.
*Financing.
*Financial records.
*Legal requirements of a business.
*Human resources.
*Product, service, inventory, production.
*Advertising.
*Organizational management.
*Marketing strategy.
*Credit.
*Technical assistance.
*The Business Plan.

Entrepreneurism

Credit: 1

Course length: Full year

Prerequisite: Marketing I

Grade Level: 11-12

Course Description

This course is designed to teach students the enterprise and technical skills needed to compete successfully in today's job market. Students will gain an awareness and understanding of the role entrepreneurship plays in our economy. Students will also gain experience and practice in the skills and aptitudes needed to be a successful entrepreneur. The final outcome of the course is a completed business plan.

Competencies taught:

*Small Business and its role in our economy.
*Is Entrepreneurism for you?
*Ownership.
*Analysis of the market.
*Choosing a business location.
*Financing.
*Financial records.
*Legal requirements.
*Human resources.
*Product, service, inventory, production.
*Advertising.
*Organizational management.
*Marketing strategy.
*Credit.
*Technical assistance.
*The Business Plan.

Vocational Education

Entrepreneurship as a career option should be explored in all vocational areas. Entrepreneurial competencies should be taught in all vocational programs on an awareness level. Each instructor will need to determine the level of exposure to be given to each competency. The following competencies should be integrated into vocational programs to some degree. Each competency should be taught as it applies to the vocational area being studied.

*Small Business and its role in our economy.

*Is Entrepreneurism for you?

*Ownership.

*Analyzing the Market.

*Choosing a Business Location

*Financing

*Human resources

*Product, service, inventory, production

*Organizational management

*Marketing strategy

*Technical assistance

ENTREPRENEUR CLASS MATRIX

The following Matrix defines the level of exposure students should have to Entrepreneurism in a semester class, year long class and infused in all vocational programs.

Entrepreneur Competency		Semester 18 weeks	Year long	Vocational classes
1.0	Small Business and its role in our economy.	K	AP	AW
2.0	Is Entrepreneurism for you?	K	AP	AW
3.0	Ownership.	K	AP	AW
4.0	Analysis of the market.	K	AP	AW
5.0	Choosing a business location.	K	AP	AW
6.0	Financing.	K	AP	AW
7.0	Financial records.	K	AP	
8.0	Legal requirements.	K	AP	
9.0	Human resources.	K	AP	AW
10.0	Product, service, inventory, production.	K	AP	AW
11.0	Advertising.	K	AP	
12.0	Organizational management.	K	AP	AW
13.0	Marketing strategy.	K	AP	AW
14.0	Credit	K	AP	
15.0	Technical assistance.	AP	AP	AW
16.0	The Business Plan.	K	AP	

Key

AW- Awareness level. Students will have a basic awareness of the competencies under consideration.

K- Knowledge level. Students will go beyond awareness and be ready to apply their knowledge.

AP- Application level. Students will be able to use their skills and knowledge to actual practice.

Essential Learning Skills

The following matrix identifies the Essential Learning Skills and the content areas where the ESL would commonly be taught and be tested.

Essential Learning Skills	Entrepreneurial Competency 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. SYMBOL SYSTEMS																
1.1 RECOGNIZE WORDS																
b. Context clues	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Affixes, root words	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
d. Written materials	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1.2 DETERMINE MEANING																
a. Content clues, punctuation, syntax	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Affixes, root words	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Dictionaries, glossaries, definitions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1.3 STANDARD PRONUNCIATION																
b. Standard English	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Oral presentations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1.4 QUANTITATIVE DATA																
a. Read, write, order #s	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Order, compare, and model commonly used fractions, decimals, percents				x	x	x	x	x		x	x		x	x		x
c. Mathematical symbols and terms of quantity, order and operation				x	x	x	x	x		x	x		x	x		x
d. Mathematical operations				x	x	x	x	x		x	x		x	x		x
e Convert among decimals, percents and commonly used fractions				x	x	x	x	x		x	x		x	x		x
1.5 DESCRIBE AND CLASSIFY																
a. Identify geometric shapes																
b. Model or make drawings in solving problems				x	x					x	x	x	x			x

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Essential Learning Skills	Entrepreneurial Competencies 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
c. Symmetry, congruency and similarity																
d. Rectangular coordinate system				x	x											x
1.6 MAKE PREDICTIONS																
a. Probability				x												x
b. Tables, graphs, formulas and models				x	x	x	x			x	x	x	x			x
c. Displaying data				x	x	x	x			x	x	x	x			x
d. Mean, mode, median, range and percentile				x	x	x	x			x	x		x			x
e. Formulas solving problems				x	x	x	x			x	x	x	x			x
f. Ratio, percent and rates				x		x	x			x	x	x	x			x
g. Ratio and proportion				x		x	x			x	x	x	x			x
1.7 ESTIMATE AND MEASURE QUANTITIES																
a. Problem-solving strategy				x	x	x	x			x	x	x	x			x
b. Estimate answers				x		x				x	x		x	x		
c. Measurements				x	x	x	x			x	x	x	x	x	x	x
d. Percentage problems				x	x	x	x			x	x		x	x		x
2. INTERPRET LITERAL MEANINGS																
2.1 IDENTIFY MAIN IDEAS																
a. Distinguish facts from opinions	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
b. Recall facts and opinions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Arrange details	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
d. Follow directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.2 USE INSTRUCTIONAL MATERIALS																
a. Locate information	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Preview and review	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Diacritical markings Thesaurus, almanac, *Bartlett's Quotations*	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.3 USE ORAL COMMUNICATION																
a. Paraphrase	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Oral directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Essential Learning Skills	Entrepreneurial Competencies 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
c. Ask questions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
d. Share orally	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
e. Develop detail	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
f. Take and make notes	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
g. Summaries from oral presentations	x	x	x	x	x	x		x	x	x	x	x	x	x		x
h. Multi-step oral instructions	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
3. INTERPRET IMPLIED MEANINGS																
3.1 COMPREHEND IMPLIED MEANINGS																
a. Relate new information	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Synthesize information	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
c. Literal and implied meanings		x		x					x				x			x
d. Cause and effect	x			x	x						x		x			x
e. Defend conclusions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
f. Inferences and conclusions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
g. Interpret subtleties of emotional and intellectual states									x		x		x			x
h. Double meanings				x					x		x		x			x
EVALUATE CONTENT																
4.1 DETERMINE SIGNIFICANCE																
a. Logical and illogical			x					x								x
b. Propaganda																
c. Biases and stereotypes	x	x	x	x	x	x	x									x
4.2 ORAL COMMUNICATION																
a. Logical answers	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Verify information	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Express own feelings, knowledge and beliefs	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
d. Argue opposite sides			x		x								x			x
e. Sources of persuasion			x		x								x			x
f. Verbal persuasion techniques			x		x								x			x
4.3 DISTINGUISH AND INTERPRET																
a. Sounds of nature																
b. Interpretation of sounds																

Essential Learning Skills	Entrepreneurial Competencies 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
4.4 EVALUATE PRESENTATIONS																
a. Evaluate mass media											x					x
b. Listen, read, view	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Propaganda techniques																
d. Defenses against propaganda																
5. GENERATE IDEAS																
5.1 VARIETY OF TECHNIQUES																
a. Sources writing/ speaking	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Idea-generation techniques	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Record ideas for later use	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
d. Sources of topics	x															x
e. Discuss and share	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5.2 ORGANIZE IDEAS																
a. Classify	x	x	x	x	x	x		x	x	x	x	x	x			x
b. Support ideas/concepts	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Select/use details	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
d. Organize information	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
e. Oral presentation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5.3 SELECT APPROPRIATE FORM																
a. Write in a variety of forms	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Appropriate	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5.4 PRESENT IDEAS																
a. Complete sentences	x	x	x	x	x	x		x	x	x	x	x	x			x
b. Write essays	x	x	x	x	x	x		x	x	x	x	x	x			x
c. Main idea and a closing sentence	x	x	x	x	x	x		x	x	x	x	x	x			x
d. Multiparagraph essays	x	x	x	x	x	x		x	x	x	x	x	x			x
e. Narrative, descriptive expository and persuasive models	x	x	x	x	x	x		x	x	x	x	x	x			x
5.5 ORAL PRESENTATIONS																
a. Convey information	x	x	x	x	x	x		x	x	x	x	x	x			x
b. Gestures and inflections	x	x	x	x	x	x		x	x	x	x	x	x			x

Essential Learning Skills	Entrepreneurial Competency 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
c. Design communication	x	x	x	x	x	x		x	x	x	x	x	x			x
d. Oral and visual presentations	x	x	x	x	x	x	x	x	x	x	x	x	x			x
e. Evaluate effects	x	x	x	x	x	x	x	x	x	x	x	x	x			x
5.6 EVALUATE AND REVISE																
a. Revise own writing	x	x	x	x	x	x	x	x	x	x	x	x	x			x
b. Sentence structures	x	x	x	x	x	x	x	x	x	x	x	x	x			x
c. Meaning, clarity and precision	x	x	x	x	x	x	x	x	x	x	x	x	x			x
d. Distinguish subtleties	x	x	x	x	x	x	x	x	x	x	x	x	x			x
e. Transitional words	x	x	x	x	x	x	x	x	x	x	x	x	x			x
5.7 APPLY CONVENTIONS																
a. Edit	x	x	x	x	x	x	x	x	x	x	x	x	x			x
6. REASONING SKILLS																
6.1 RECOGNIZE RELATIONSHIPS																
a. Classification system	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Analogies, models, metaphors																
c. Interactions	x	x	x	x	x	x		x	x	x	x	x	x			x
6.2 GENERATE INTERPRETATIONS																
a. Explanation and interpretation	x	x	x	x	x	x		x	x	x	x	x	x			x
b. Hypothesis		x		x	x	x			x	x	x	x	x			x
c. Test hypothesis		x		x	x	x			x	x	x	x	x			x
6.3 IDENTIFY PROBLEMS																
a. Clarify problems		x	x	x	x	x	x	x	x	x	x	x	x	x		x
b. Define a problem		x	x	x	x	x	x	x	x	x	x	x	x	x		x
c. Solving identified problem		x	x	x	x	x	x	x	x	x	x	x	x	x		x
d. Solving variety of problems		x	x	x	x	x	x	x	x	x	x	x	x	x		x
e. Evaluate problem-solving strategies		x	x	x	x	x	x	x	x	x	x	x	x	x		x
f. Cooperative problem solving		x	x	x	x	x	x	x	x	x	x	x	x	x		x
g. Analyze data		x	x	x	x	x	x	x	x	x	x	x	x	x		x
h. "Real-world" problems																

Essential Learning Skills	Entrepreneurial Competencies 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
6.4 REASONED EVALUATIONS																
a. Fallacies																
b. Appropriate communication	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
C. Evaluate arguments/ positions		x	x	x	x	x		x	x	x	x	x	x	x		x
d. Assess the worth of action		x	x	x	x	x		x	x	x	x	x	x			x
e. Assess the quality		x	x	x	x	x		x	x	x	x	x	x			x
6.5 FORMULATE A POSITION																
a. Analyze authoritative data	x	x	x	x	x	x	x	x	x	x	x	x	x			x
b. Defend a position	x	x	x	x	x	x	x	x	x	x	x	x	x			x
c. Analyze arguments	x	x	x	x	x	x	x	x	x	x	x	x	x			x
6.6 OWN REASONING																
a. Deductive or inductive reasoning		x	x	x	x	x		x	x	x	x	x	x	x		x
b. Evaluate bias	x	x	x	x	x	x		x	x	x	x	x	x			x
c. Defend position	x	x	x	x	x	x		x	x	x	x	x	x			x
7. MANAGE PERSONAL HABITS																
7.1 CLARIFY PURPOSES																
a. Purpose of assignment	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Determine ideas in assignment	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
7.2 USE RESOURCES																
a. Media materials	x		x	x	x						x		x			x
b. Reference materials	x	x	x	x	x			x		x	x	x	x		x	x
c. Library services	x	x	x	x	x			x		x	x	x	x		x	x
7.3 STUDY TECHNIQUES																
a. Study plan	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Study techniques	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Reading rate	x	x	x	x	x			x	x	x	x	x	x		x	x
d. Study materials	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
e. Assignments on time	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
f. Test-taking techniques	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Essential Learning Skills	Entrepreneurial Competencies 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
7.4 POSITIVE HEALTH BEHAVIORS																
a. Personal dietary plan																
b. Substance use enhance physicaland mental performance																
c. Effects of stress		x						x								
d. Personal fitness																

Definition of Terms

Entrepreneur- an organizer or promoter of an activity. One that manages and assumes the risk of a business.

ESDPY- Enterprise Skill Development Project for Youth

EDGE- Encouraging the Development and Growth of Entrepreneurism.

Competency- knowledge, skill, attitude or judgement based on a task or tasks which the student demonstrates at a predetermined level.*

Essential Learning Skills- Skills that are not unique to any one subject area and which students must learn in order to help them acquire other knowledge and skills. They consists of selected skills in reading, writing, mathematics, listening, speaking, study skills and reasoning (including critical thinking and scientific method) as adopted by the State Board of Education.*

*as defined in the Office Systems Competency Based Program guide developed by the State Department of Eduration.

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